

De Montfort University

Course Template

1. Basic information

- Course Name: Education Studies
- Course Code: HT032C
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): JO
- Highest Award : BA/BSc (Honours)
- All possible exit awards : Bachelor of Arts; BA/BSc; Bachelor of Arts (Honours); Bachelor of Science; Bachelor of Science (Honours); Certificate of Higher Education; Diploma of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

--
- Modes of attendance: Main MOA: Full-Time
Other MOA: Previously Part Time, ET or IT for All Session; Part-Time
- Mode Notes:
- Course leader:

2. Entry Requirements and Profile

UCAS Points	
A minimum of 300 points	
GCSEs	
•	Five GCSEs at grade C or above including English. Plus one of the following:
Alevels	
•	Normally with at least 200 points from 2 A levels with a specified subject at grade B or above
BTEC	
•	BTEC National Diploma - Distinction/Distinction/Merit
•	BTEC National Certificate - only in combination with other accepted qualifications
•	BTEC National Award - only in combination with other accepted qualifications
•	BTEC Extended Diploma (3 A2s) - BTEC Distinction/Distinction/Merit
•	BTEC Diploma (2 A2s) - only in combination with other accepted qualifications
•	BTEC 90 credit Diploma - only in combination with other accepted qualifications

<p>qualifications</p> <ul style="list-style-type: none"> • BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications • BTEC certificate (1 A1) - only in combination with other accepted qualifications <p>Access Course</p> <p>Pass. English GCSE equivalency required, 12 level 2 credits</p> <p>Interview: No</p> <p>Work Experience: No</p> <p>International Baccalaureate: 30+</p> <p>International students:</p> <p>If English is not your first language, we require an English language level of IELTS 6.5 or equivalent.</p> <p>This course is for students who intend to build a career working with young children. While this is most likely to mean employment in primary schools, it can also include nursery and other pre-school and after-school settings.</p> <p>Personal Statement selection criteria</p> <ul style="list-style-type: none"> • Clear communication skills, including good grammar and spelling • Information relevant to the course applied for • Interest in the course demonstrated with explanation and evidence • If relevant for the course - work and life experience
--

3. Course Description

Characteristics and Aims

Education Studies is an independent academic subject that is concerned with how people develop and learn throughout their lives, the history and organisation of the education system of England and Wales in the context of Europe, as well as the values and ideas which inform debates. Modules include the history, politics, sociology, psychology and philosophy of education. Other modules are specialised and explore, for example, contemporary debates about gender or ethnicity, new technologies, and the social, emotional and intellectual development of the individual.

Education Studies is an academic subject and has developed a body of knowledge which is distinct and independent of teacher training. Whilst the programme does not provide qualified teacher status it exists in a close relationship with teacher education and directly related to the reality of life in schools and other educational institutions. Critical evaluation of educational theory, research and practice is an important component of the programme.

Teaching, Learning and Assessment Strategies

The teaching and learning strategy aims to promote learning by students' active engagement with the subject matter and the development of their critical and reflective capacities where appropriate. Since taught sessions account for only a fraction of the required learning time for a module, they are designed to support students' personal study undertaken outside contact periods.

Methods include group discussions, individual or group-based seminars and project presentations, formal debates, prepared or spontaneous analysis of articles, cases or other materials, and exercises. Lectures are used to impart overviews of study areas, ensure that students have current information, particularly on matters of political or professional debate, and guide student reading and independent study.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
--------------------------	--

<ul style="list-style-type: none"> Knowledge & understanding 	Employ a range of possible perspectives in discussing educational issues. Evaluate factors influencing the educational development of individuals. Describe historical and political contexts in which the education systems of England and Wales exist.
<ul style="list-style-type: none"> Cognitive skills 	Contribute in an informed manner to current debates and issues within education. Account for the problematic nature of educational theory, research and practice.
<ul style="list-style-type: none"> Subject specific skills 	Understand, reflect upon and describe his/her own learning experiences with relation to education policy, theory, research and practice.
<ul style="list-style-type: none"> Key Skills 	Work independently. Work as part of a team. Present orally a complex subject using multimedia support.

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
EDUC1104	30.00	1	Must Take	Y	DM
EDUC1110	30.00	1	Must Take	Y	DM
EDUC2221	30.00	2	Neither	Y	DM
EDUC2223	30.00	2	Neither	Y	DM
EDUC2224	30.00	2	Neither	Y	DM
EDUC2226	30.00	2	Neither	Y	DM
EDUC2227	30.00	2	Neither	Y	DM
EDUC2228	30.00	2	Neither	Y	DM
EDUC2229	30.00	2	Neither	Y	DM
EDUC3304	30.00	3	Neither	Y	DM
EDUC3312	30.00	3	Neither	Y	DM
EDUC3313	30.00	3	Neither	Y	DM
EDUC3315	30.00	3	Neither	Y	DM
EDUC3317	30.00	3	Neither	Y	DM
EDUC3318	30.00	3	Neither	Y	DM
EDUC3320	30.00	3	Neither	Y	DM

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. Quality Assurance Information

QA of Workbased Learning

Workbased learning is used in the Faculty as a means whereby students gain work experience. This experience is voluntary and self-determined (though strongly encouraged) and not formally assessed on site (as per a work placement). Accordingly relationships with hosts are informal (they are not involved in assessment) though compliant with legal requirements for health and safety. The Faculty takes an overview of arrangements for work-based learning at validation and course review, and updates reported, as necessary, at FLTC.

Liaison with Collaborative Partners

N/A

Procedures for Maintaining Standards

The PMB is responsible for maintaining academic standards of all provision (including cross-site where applicable). In this PMBs are informed by external examiners reports, annual module reports (including student evaluation at module level) and student achievement statistics. PMBs are also responsive to student feedback via Staff/Student Committees and student representation at PMBs. Additionally they are in receipt of Programme Level Feedback (Levels 4 and 5) and final year results from the National Student Survey. Each programme/subject area is required to produce an annual Programme Enhancement Plan (PEP) which is scrutinised by the Faculty Academic Committee. Subjects/Programmes are co-ordinated by Subject Leaders who all attend the Faculty Learning and Teaching Committee.

Course Handbook Descriptor

--